Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: ~~Integration~~ Improvement^3 Amount of Request: $ 74,703
District Name (Fiscal Agent for Consortiums): Salmon School District Number: 291
Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
291	Pioneer Elementary School	(T) P	(YES) NO
291	Salmon Middle School	(T) P	(YES) NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name Tana Kellogg	E-mail tkellog@salmon.k12.id.us	Telephone 756-4271
Signature Tana Kellogg		
District Technology Coordinator Name KRISTI HIBBERT	E-mail khibbert@salmon.k12.id.us	Telephone 756-2415
Signature Kristi Hibbert	11/16/07	
Project Director Name (if different than District Technology Coordinator)	E-mail	Telephone
Signature		

ABSTRACT

Salmon School district is an isolated, rural school district serving 968 students in kindergarten through grade twelve. The district is among the Idaho LEAs with the highest numbers of children from families with incomes below the poverty line as determined by the US Census. One in 8 children live in poverty in Lemhi County. The schools targeted to participate in this grant are the Pioneer Elementary and Salmon Middle School. The Pioneer enrollment for grades kindergarten through fourth is 298, while Salmon Middle School serves 314 students in grades five through eight. Fifty-five percent of students in the Pioneer School qualify for free or reduced lunch while forty-nine percent of Middle School students qualify. Twelve teachers in grades three through six will participate in this project. These teachers will model best practices for technology integration district-wide.

There are three outcomes that we expect to see through the implementation of the funds from this grant:

1. Improve accessibility to upgraded computer technology and software at the classroom level.
2. Improve the ability of teachers to integrate technology effectively in daily classroom instruction.
3. Improve student achievement in all sub-groups to meet or exceed AYP targets in Math and Language.

We have titled the grant Improvement^3 because "Upgraded Technology; Effective Teaching; and Targeted, Interactive Learning Activities" all multiply to improve student achievement. We are requesting funds to design twelve interactive and motivating "model technology" classrooms. Each model classroom will be outfitted using grant funds with the following:

- A teacher trained in best practices for integrating technology by vendors such as CPS eInstruction and Renaissance Learning.
- A ceiling mounted projector used in conjunction with a wireless CPS chalkboard, student CPS response systems and eInstruction, Easiteach, ExamView, and Renaissance software.
- Teacher notebook computer.
- Student Xtenda bundle of four computers.

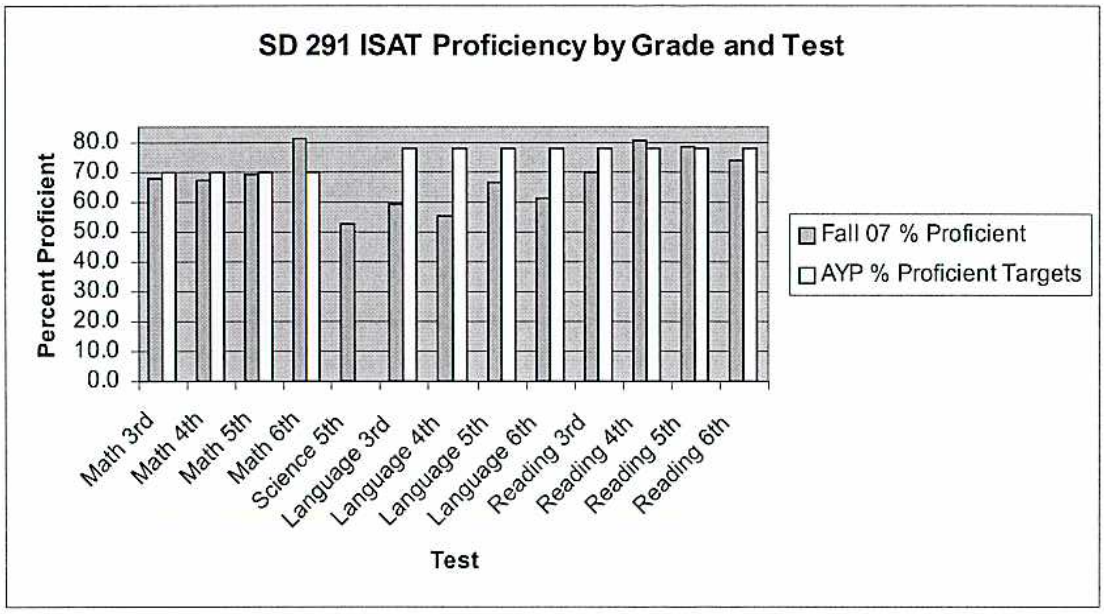
The interactive classroom model increases the ability of teachers to learn best practices for engaging the entire classroom and motivating students. Using Plato and Renaissance software, in conjunction with eInstruction software teachers can target student's needs and interactively meet those needs in a way that motivates students. Students will experience a greater variety of teaching strategies and differentiated instruction. Students will also benefit from more hands-on computer use in the classroom through access to computer pods.

EDUCATIONAL NEED

STUDENT ACHIEVEMENT

Pioneer School did not meet 06-07 AYP in Language. Only 74.26% of students were proficient. At Salmon Middle School 63.64% were proficient in Language. The state proficiency target for the grade levels at these schools is 78 percent. Also at the Pioneer and Middle School, the economically disadvantaged subgroup and Students with Disabilities Subgroup did not meet state proficiency targets.

Preliminary 2007 Fall ISAT results show students in most grades three through six scoring below state proficiency targets in Math and Language. The "Students With Disabilities Subgroup and Economically Disadvantaged Subgroups did not make the targets again. Only 52.7% of fifth graders were proficient in Science.



TECHNOLOGY NEED

According to 06-07 ICTL Phase I data, each of the target schools has a substantial need for assistance in acquiring and using technology as determined by the ratio of older computers (5+ years old) to new computers (5- years old). The elementary grades have not been the recipient of a competitive grant for technology and as a result, their buildings have older computers on average than the rest of the district.

In the spring of 2006, the Brooklyn School was closed and three fourth grade classrooms were merged into the Pioneer School and three fifth grade classrooms were merged into Salmon Middle School. This resulted in closing one computer lab in each building. This means teachers do not have computers they can use instructionally with their students. Each teacher now needs a classroom pod of computers where students can use technology in the classroom on a daily basis. This solves the "space" problem. Students and teachers use technology more when it is placed in the classroom.

Placing four workstations, running on an Xtenda bundle, is an economical way to upgrade computers and provide daily integral use of learning software for students. We have successfully implemented six Xtenda bundles at Salmon High School, using a Qwest grant.

TECHNOLOGY PROFESSIONAL DEVELOPMENT NEEDS

The professional development goal that Salmon School District has as part of its Technology Plan is to: "Promote professional development in technology use that enhances the educational process." The action to implement this goal is to provide professional development and one of the measures is to survey teacher attitudes towards technology and their technology needs.

At the end of the 2006-2007 school year, teachers were asked to complete a Needs Assessment Survey designed by Idaho State University's Intermountain Center for Education Effectiveness. This survey identified three main areas of professional development that teachers in Salmon School District are seeking: best practices for motivating students; instructional methods to improve student achievement overall and differentiating instruction for diverse learners.

In addition to the professional development survey, we asked schools participating in the planned grant project to complete a Technology Needs Assessment. The results are based on 34 teachers from the Pioneer and Middle School who responded to the survey. The three technology needs ranked highest in the survey were: working technology in the classroom; a computer projector; software integration in the classroom.

When looking at professional development needs as related to student achievement needs, especially the "Students With Disabilities" subgroup, it becomes imperative to offer professional development and software tools that meet the needs of these learners. Teachers can meet these needs through learning to use classroom response systems, and targeted software such as Plato, Renaissance Math and Accelerated Reader. It is imperative that after learning to use these tools, teachers be provided with upgraded technology in their rooms to implement what they have learned. It has been a frustration to teachers in the past, that they attend workshops and learn and practice best methods for technology integration, only to return to a classroom and school where they don't have the basic tools to implement what has been learned.

BETTER UTILIZING OUR EXISTING RESOURCES

Plato is underutilized in grades three through six because teachers cannot provide daily computer experiences for students due to lack of classroom computers and lack of lab space. Only one third grade teacher is using Plato and the only way she can, is to walk over to another school with her class, one day a week. Using classroom response systems, with Plato content in Language and Math will be one way to better utilize this effective program. Classroom computer pods and improved classroom instructional practices that utilize technology will contribute to maximizing the impact of this software. Additionally, the district has Renaissance Accelerated Reader and Star Reading, as well as "Read Naturally". These programs are also underutilized because lack of upgraded computers and space. United Streaming, another district licensed program, cannot be efficiently used in grades three through six because most teachers do not have a computer projector, to show the streaming video or upgraded hardware to create DVD's from the videos. Additional, powerful open-source programs such as SketchUp, Stellarium, Celestia and Finale Notepad could be used in the elementary grades if students had access to a computer pod in their classroom on a daily basis.

LOCAL PROJECT DETAIL

We are confident that the components of our project proposal will multiply to increase student achievement in grades three through six. These activities have increased student achievement in other districts in the state and nation and are proven methods of raising student achievement.

The project will be managed by the district technology coordinator. Twelve teachers have already committed to participating in the project and are anticipating the possible opportunity to immerse themselves in a sustainable, effective, interactive teaching experience made possible with EETT competitive funds. Activities in bold are numbered to correlate with budget expenditures on page eight.

Improvement ^{3} Outcome One:

Improve accessibility to upgraded computer technology and software at the classroom level.

- Objective One: Increase technology access in the classroom.
    - **Activity 1**: Design "model classrooms" and purchase and install Xtenda Bundles, Notebook Computer, Ceiling Mounted Projector, wireless chalkboard and CPS student response systems.
        - Measure: Check off that items are purchased, installed and working.
        - Timeline: Within two months of grant award (end of February 2008).
    - **Activity 2**: Purchase and install instructional software and peripherals including: Accelerated Math Software and scanners and cards.
        - Measure: Check off that items are purchased, installed and working.
        - Timeline: Within two months of grant award (end of February 2008).
- Objective Two: Increase daily student computer use.
    - Activity 3: Weekly use of Plato, Accelerated Reader, Star Reader, Read Naturally, and Star Math by students through classroom Xtenda Bundles.
        - Measure: Student computer logs and classroom teacher lesson plan audit.
        - Timeline: Monthly measure March 2008 through May 2009

Improvement ^{3} Outcome Two:

Improve the ability of teachers to integrate technology effectively in daily classroom instruction.

- Objective One: Increase effective professional development opportunities in technology and instruction .

- **Activity 4**: Provide targeted professional development with "model classroom" hardware and software (please note that CPS and Renaissance will provide the paid professional development services and technology experts in the district will provide unpaid best practices training for teachers as well. This will be comprehensive training targeted to teachers and also offered "just in time" when needed.)
    - Measure: pre and post technology proficiency survey and attitudes survey.
    - Timeline: Within three months of grant award (end of March 2008).
        - Again two days, May 2008 and two days August 2008 and October 2008 and during teacher workdays during the 2008-2009 school year.

- Objective Two: Increase technology integration by teachers.
    - Activity 5: Integration of technology in daily teaching practice.
        - Measures: Each teacher will document use of projection system and provide classroom lesson plans showing response system use in lesson planning and differentiated instruction examples using Accelerated Math and other software tools.
        - Timeline: Monthly measure March 2008 through May 2009

Improvement ^{3} Outcome Three:

Improve student achievement in all sub-groups to meet or exceed AYP targets in Math and Language.

- Measurable Objective: Students in all sub-groups will meet or exceed AYP targets in Math and Language.
    - Activity 6: Teachers will use ISAT scores, Accelerated Math scores, Plato data and classroom assessments to target student's individualized needs.
        - Measure: Each teacher will document each student's individual needs as part of classroom records.
        - Timeline: Monthly measure March 2008 through May 2009
    - Activity 7: Teachers will use interactive software tools to design whole class and individualized learning activities for students that utilize a combination of Plato, Renaissance Software and eInstruction item banks.
        - Measure: Spring 08 ISAT; Fall 08 ISAT; Accelerated and Star Math data; Plato data.
        - Timeline: Daily instruction; monthly measure March 2008 through May 2009.

PROJECT SUSTAINABILITY

Plans for extending the life of this project:

- ✓ Continue to license acquired software each year.
- ✓ Provide professional development. All staff will have continual access to professional development in technology-related areas.
- ✓ Provide technical assistance. School staff will have the technical assistance they need for using and maintaining technology.
- ✓ Continually assess the use of technology for increasing student achievement as outlined in the "Local Project Detail".
- ✓ Purchase spare bulbs for projectors.
- ✓ Purchase an extended warrantee (3 year) for all hardware.
- ✓ Replace Xtenda bundles and notebook computers every five years.
- ✓ As funds become available, extend the project to other classrooms in the district and use trained teachers as technology mentors.

PROJECT BUDGET

Activity	Type	QTY		Cost Per	Total Cost
1	Capital Object	12	4 Computer Xtenda Bundle	1100	13200
1	Capital Object	12	CPS Chalk Boards	325	3900
1	Capital Object	12	CPS Classroom Response Units Set		13800
1	Capital Object	12	Notebook computer	700	8400
1	Capital Object	12	Projector	550	6600
1	Supplies	12	Projector Mounts & Wires	195	2340
2	Software	Site License	Accelerated Math License		1200
2	Capital Object	12	Math Scanner	399	4788
2	Supplies	45	Packs Scan Cards	25	1125
2	Software	Site License	Star Math License		550
2	Professional Dev.	2 Days	Star Math Training		1500
4	Professional Dev.	4 Days	A/M Training		5800
4	Professional Dev.	8 Days	CPS Training to integrate with Renaissance,Plato,Easiteach,eInstruction		11000
Required	Professional Dev.	2 Days	Travel to EETT Eval Workshop		500
			Total Grant Request		**74703**
			Required Professional Development Subtotal=>25%		*18800*